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ABSTRACT

Project PROUD (People Reading Their Own Unique Dictation) was designed to focus on the problems associated with book-centered, one-to-one tutoring to help adults learn to read. The problems that the project sought to eliminate were uninteresting, nonpertinent materials; focus on single skills rather than reading as communication; lack of learner-centered, self-worth attitudes; and feelings of being a one-of-a-kind nonreader. The project staff trained tutors in the language experience approach and designed appropriate accompanying exercises. The tutors then had students dictate stories concerning their experiences, knowledge, and concerns. Students then worked through these stories and exercises. Tutors submitted the stories and exercises to Mid-State Literacy Council for grouping according to reading level, editing, and publication in a set of six books. The six books that contain students' language experience stories with accompanying skill exercises and comprehension questions were developed for adult students at the 0-4 reading level, including non-English speaking adults. (YLB)

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Project P.R.O.U.D.
People Reading their Own Unique Dictation

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Grantee: Mid-State Literacy Council
121 1/2 E. Beaver Avenue
State College, PA 16801
Project # 84 98-5009
Amount of Grant $4,525
Monica Kindig, Director

Grantor: Commonwealth of Pennsylvania
Department of Education
Bureau of Vocational Education
Division of Adult Education and Training Programs
Harrisburg, PA 17126

Date: July 1, 1984 - June 30, 1985

Dissemination: Five copies of this report have been filed with the Pennsylvania Department of Education. One copy is available through AdvancE.

This report is a result of a project supported in whole or in part by the U.S. Department of Education and the Pennsylvania Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement should be inferred.

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I. ABSTRACT

Title: Project P.R.O.U.D. (People Reading their Own Unique Dictation)

Address: Mid-State Literacy Council
121 1/2 E. Beaver Avenue
State College, PA 16801 Phone: (814)238-1809

Director: Monica Kindig

Funding: $4,525

Duration Of Project:
July 1, 1984 - June 30, 1985 No. of Months: 12

Objectives:

1. Trained 35 tutors to use Project P.R.O.U.D.'s language experience method.
2. Had the 35 tutors and 37 students use the language experience method to produce and work through 2 - 5 stories each.
3. Produced 5 accompanying decoding and comprehension exercises for each story.
4. Collected 50 stories with exercises, at least one from each participating student, and published in 6 different books.

Description:

Project PROUD was designed to eliminate the problems associated with book centered, one-to-one tutoring: uninteresting, non-pertinent material, focus on single skills rather than reading as communication; lack of learner centered, self-worth attitudes; and feeling of being a one-of-a kind non-reader.

The project trained tutors in the language experience approach and designed appropriate accompanying exercises. The tutors then had students dictate stories concerning their experiences, knowledge and concerns. The students then worked through these stories and exercises. The tutors submitted the stories and exercises to Mid-State Literacy Council for editing and publication in a set of six books and grouped according to reading level.

Target Audience:
Adult students at the 0-4 reading level.

Product:

The intended product was to be 2 books but the excellent response from tutors and students caused us to produce 6 books of students' language experience stories with accompanying skill exercises and comprehension questions.

Method of Evaluation:

Objective-based assessment evaluation determined the extent to which specific objectives have been met. Method-Product-based assessment of the student and tutor was utilized to determine effectiveness and value.

II. INTRODUCTION

A. Purpose/Objectives

Mid-State Literacy Council has utilized the services of trained volunteers working on a one on one basic with adults at the 0 - 4 reading level and non-English speaking internationals since 1971. Although the Council has been successful in teaching reading, it has encountered four main problems with using the Laubach workbooks and other commercial materials. These problems are 1) the subject matter of the reading material is uninteresting and/or non-pertinent to the student; 2) the focus is oftentimes on a specific skill rather than the goal of reading as communication; 3) previous experiences of failure with traditional bookbound texts; and 4) the feeling that one is alone with his/her problem.

Project PROUD was designed to focus on these specific problems. The project deals with designing student materials, about student experiences and contains exercises for use by the tutor and student. The language experience approach was primarily used to provide a means to ellicit student stories. This approach is learner centered rather than skill centered, with the student as an active, creative, and equal participant in the learning-teaching process. The method utilizes the unique experiences, knowledge and concerns of the student. Vocabulary, the skill exercises and comprehension questions produced from the students' own words are more meaningful to the student. These have been collected and put into book format.

To accomplish this task, 35 volunteer tutors were trained, in three separate workshops, to use the language experience method with their students. The tutors then worked with their students to produce between 2 - 5 stories each. Five sets of accompanying decoding and comprehension exercises were developed for each story. These stories with exercises were collected and published in six books.

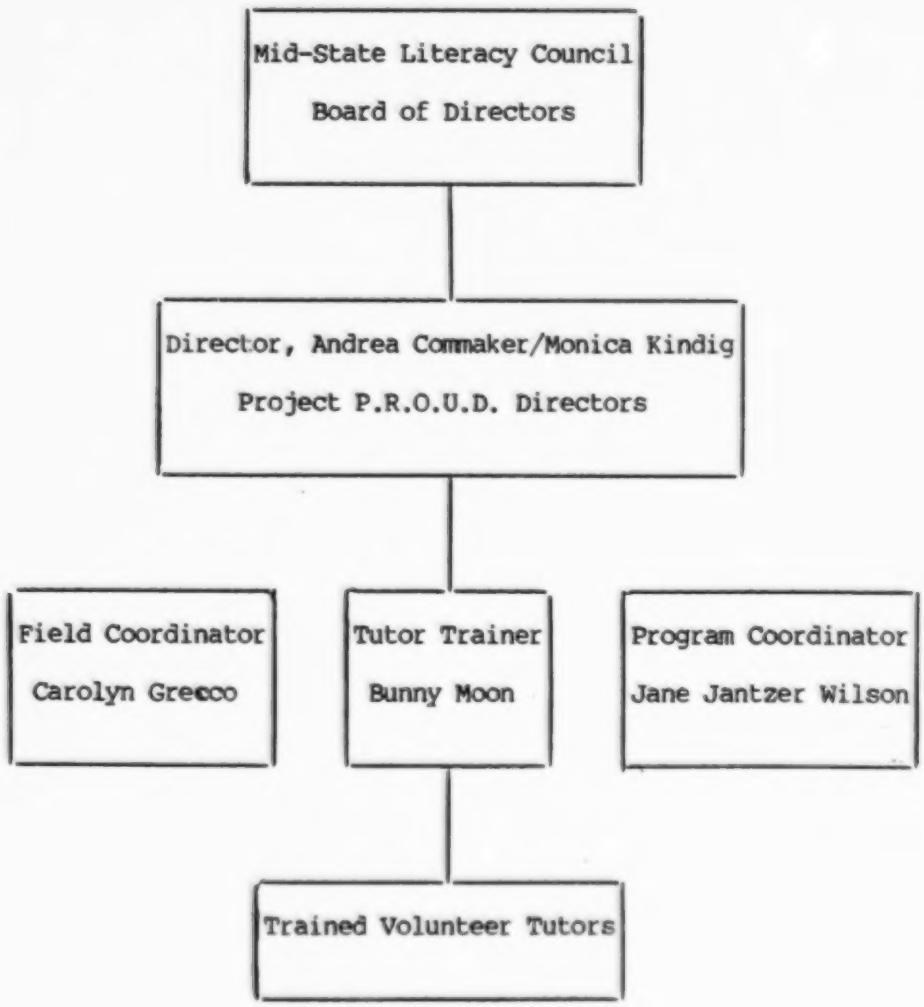
B. Time Frame

July - August 1984	Gathered materials including: Away from the Skill Books-Delaware County Literacy Council 310; Lutheran Settlement House Women's Program's 310 Oral Traditions Curriculum; and Kennedy, K. and Roeder, S., Using Language Experience with Adults: A Guide for Teachers (New Readers Press: Syracuse, NY, 1975)
September 1984	Prepared for workshops. Wrote workshop evaluation form. Publicity for workshops.
October 1984	Workshops held in State College, Clearfield, and the Correctional Institute at Rockview.
October - April 1985	Tutors worked with students producing stories and accompanying exercises. New tutors in-serviced. Evaluation for tutors and students.
May 1985	Team consisting of staff, volunteers and one student met to select, edit, and provide

readability scales on stories.

June 1985 Six books published. Final report.

C. Administration



Director - Andrea Commaker/Monica Kindig

The director was responsible for the following:

a. administrative duties;

b. collecting materials and adapting them as needed to the specific needs of the target population;

c. organizing, publicizing, and conducting 3 workshops to train tutors in language experience approach;

d. providing in-services for tutors who were unable to attend the workshops;

e. providing support and help to tutors in eliciting stories from their students and in writing skill exercises;

f. coordinating team meeting to select stories, arrange by topic and reading level, and edit for publication;

g. project evaluation;

h. writing final report.

Ms. Commaker has been the Director of Mid-State Literacy Council from January 1984 - December 1984. She has directed two 310 projects: Project NEWS, involving producing 4 newspapers for the C.I.U. 10 Development Center for Adults, and Project T.I.P.S. involving inservices for Council tutors. She was Project Assistant for Penn State's 310 Project Cable TV Services. Prior to MSLC, Ms. Commaker was employed for 2 1/2 years as a part-time itinerant ABE/GED teacher for the Development Center for Adults, teaching at 4 rural locations. Her previous teaching experience has been with children and young adults in the special education field. She holds a M.Ed. in Special Education from the Pennsylvania State University and a J.D. from the University of Pennsylvania Law School and practiced as a Public Defender for a number of years.

Ms. Kindig assumed the position of Director of Mid-State Literacy Council in December 1984. She has previously worked with a Department of Labor and Industry program as Employment and Training Specialist with migrant adults and also as a Career Education Coordinator for a Department of Education project for migrant children operating in a 25 county area. During this time, she also helped develop a High School Equivalency Program (HEP) for the state of Pennsylvania and worked as the programs Recruitment Coordinator and Career Counselor for the central region.

D. Audience/Target Population

Project PROUD is intended for adult students reading at a 0 - 4th grade level.

E. Dissemination/Availability of Report and Product

Project PROUD was coordinated at the Mid-State Literacy Council. The set of six books containing student stories and the final report are available for statewide dissemination through AdvancE. In addition, sets are distributed through our State College office and our Clearfield branch office.

III. PROJECT OBJECTIVES

A. Objective 1

To train 30 - 40 tutors to use Project PROUD's language

experience method.

This objective has been met. A total of 35 tutors were trained in three workshops. The first training session was conducted at the State Correctional Institution at Rockview on July 3, 1984 in which eight tutors were trained. The second workshop took place on September 29, 1984 at the State College site and thirteen tutors were trained. Eleven tutors were trained in Clearfield on October 13, 1984. In addition, three tutors were inserviced throughout the year, individually.

B. Objective 2

To have 30 - 40 tutors and students use the language experience method to produce and work through 2 - 5 stories each.

The 35 trained tutors implemented the language experience methods with their students during the regularly scheduled instruction times. Each student dictated a personal story to the tutor and the student learned to read the story. Each student eventually produced an average of three stories during the six month period.

C. Objective 3

To produce 5 - 10 accompanying decoding and comprehension exercises for each story.

The exercises following each story involves sight words, phonics, word attack and structural analysis. The exercises vary and include procedures such as cloze, puzzles, matching, rhyming and multiple choice. Reading comprehension and thinking discussion

questions follow the exercises.

D. Objective 4

To collect 30 - 50 stories with exercises,at least one from each participating student, in 2 books.

This objective was accomplished above and beyond our expectations. Approximately 50 stories were received and instead of compiling them into two books, a set of six was more appropriate. Readabilities were done on each story and the range was between a first and eighth grade reading level. The stories were then grouped according to reading level and topic. One submission was a self contained booklet describing how to make wind chimes. This was left as is and published in one book. The story on Vietnam was too lengthly for inclusion in a book and we felt it was too valuable to omit so it was published by itself, also.

The books are grouped by skill level. Book one is the beginning reading level and book six is an intermediate reading level. Tutor instructions are included in the front of each book. One student was contracted to provide the art work for the books. After reading each story, she developed pictures to accompany each story.

IV. EVALUATION

The evaluation of Project PROUD was both formative and summative in nature with evaluation on two levels: 1) Objective-Based Assessment and 2) Methods and Product-Based Assessment.

An on-going evaluation procedure measured the success of the language experience method with the students. All the objectives have been met and in the final product, our objective to produce two books was surpassed by publishing six books.

Tutor evaluation following all workshops helped the presenter to better plan and suit the needs and concerns of the tutors.

Upon completion of the project, twelve tutors who used the language experience approach frequently were interviewed. The questions and results are as follows:

1) Did you as a tutor think the use of the language experience with your student was a valuable learning experience? Why or why not?

Yes - 12 Comments: "Because it involved the student", "Exciting seeing own words and ideas on paper", "Allowed student to comment where there had been difficulty in communication, previously", "Expanded vocabulary".

2. Were you as a tutor adequately prepared to use the language experience approach with you student?

Yes - 7 (teachers with prior experience)

Yes - 5 (workshop participants)

3. What part of the experience was most enjoyable and least difficult?

Motivation, pleasure of student in seeing own words in print, reaction of hearing and seeing own words written down as a story.

What was least enjoyable and most difficult?

"The exercises", "Had to draw out information from student to develop the story", "Frustration of student due to lack of

vocabulary". Majority of the comments were very positive and indicated no problems.

4. Were you able to develop good exercises from the stories your student wrote?

5 - yes with some assistance

5 - yes, no assistance needed

2 - didn't develop exercises often

5) Do you think your student benefited from this learning experience?

Yes - 12; Comments: "Communication definitely improved", helped in organizing thoughts through re-editing", "less boring than skill books", "more creativity with exercises from own words", "student increased vocabulary and learned to spell own words".

Overall, the project accomplished all objectives and overcame the identified problems described in the Introduction (Purpose/Objectives). The project succeeded in training tutors in the use of the language experience method, tutors and students were very positive about the use of the method, the exercises were developed and used, and the completion of the books was received with a good deal of pride by the tutors and students.

V. CONCLUSIONS AND RECOMMENDATIONS

The use of the language experience approach was greatly beneficial to both the students and tutors who used the method. The fact that it was instrumental in the development of such a successful effort is indication that it should be used more

frequently with adult students. Other programs should be encouraged to develop their own student materials as it gives the student a great deal of satisfaction and pride in their individual accomplishments as well as an opportunity to read the stories of their peers.

LOOK

into
ADULT BASIC EDUCATION
5078 Kensington
St. Louis, MO 63108
Phone: (314) 367-5000

June 20, 1985

TO: Andrea Commaker, Esq. Director

FROM: Del Doss

SUBJ: 310 Special Project

Please send awareness materials concerning your project, PROJECT PROUD: People Reading Their Own Unique Dictations

to the above address.

Thank you.

gvt

ADULT BASIC EDUCATION
ENGLISH AS A SECOND LANGUAGE

The English Language School

7091 Olive Blvd.
St. Louis, Missouri 63130
(314) 727-7396 or (314) 727-7833

Director: Diana S. Schmidt

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Abby Tam
Jim Young

July 25, 1985

Mid - State Literacy Council
121½ E. Beaver Ave.
State College, PA 16801

Dear Ms. Monica Kindig,

We would be interested in learning more about your Special Project PROUD. Who can we write to receive a copy?

Thank you very much.

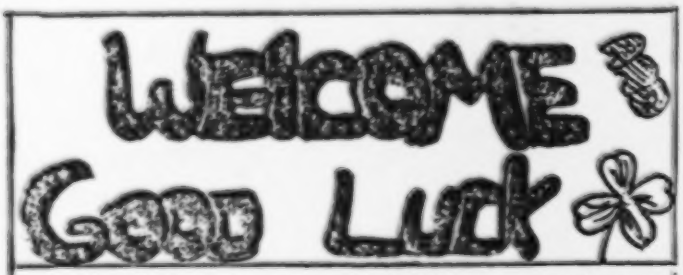
Sincerely yours,

Carol Fixman

Carol Fixman

OPPORTUNITIES FOR GROWTH

The M.S.L.C. has received copies of OPPORTUNITIES FOR GROWTH, a booklet, put out by the Pennsylvania Department of Education, Division of Adult Basic Education. In it are photographs and success stories of the ten finalists for Outstanding Adult Student of the Year 1983-84. It is a fascinating booklet and the progress these students have made is phenomenal. Sometimes tutors and teachers alike who work week by week with their adult students, lose sight of how much progress their students are actually making, the changes the students are going through, and of how unique and varied our students' backgrounds and experiences are. In addition tutors and students, since they are working on a one-to-one basis, never hear much about other students and tutors. This booklet shares with us other students' experiences in learning and growing throughout Pennsylvania. Come in and borrow a copy. Your student probably would be interested in it too. Good motivating, pertinent and very interesting material!



TO NEWLY TRAINED OR INSERVICED TUTORS

BASIC

CENTRE COUNTY: James Cook, Cindy Ferrara, Carl Fidora, Molly Heath, Tyrone Holmes, Joyce E. Killian, Mark Mackensen, Chuck Merlino, Sherrie Milchick, Robert Powell, Peter Susan, William Thomas, Vincent Torres, Vivian Wilson.

CLEARFIELD COUNTY: William Brilla, Cathy Nicholson, Michelle Soloman.

ESOL

CLEARFIELD COUNTY: Hugh Caskey, Stephanie Caskey, Marilyn Cusick, Randal Reese, Deany Tiesi.

KEEP US INFORMED CONCERNING HOW YOUR TUTORING IS PROGRESSING by Phone, Visit and/or Monthly Reports. If you need assistance, we are here to help you!

Andy Commaker	Director
Jane Jantzer-Wilson	Tutor Coordinator
Carolyn Grecco	Field Coordinator
Debbie Clark Asst.	Field Coordinator
Bunny Moon	Tutor Trainer

PROJECT P.R.O.U.D.
People Reading Their Own Unique Dictation
July 1, 1984-June 30, 1985

The staff of the Council is very excited to have been awarded a grant, under the Adult Education Act Section 310, from the PA Department of Education for this Project. Project P.R.O.U.D. is designed to eliminate some problems which may arise with book centered, one-to-one tutoring: uninteresting non-pertinent material, focus on single skills rather than on reading as communication; lack of learner-centered, self worth attitudes and materials, and feelings of being a one-of-a-kind non-reader.

The project will train tutors in the language experience approach including how to design exercises and questions to accompany the student writings and questions. Thereafter tutors will work with their students who will produce writings concerning their experiences, knowledge and concerns. Many of these stories along with the exercises will be bound together into two books which will be available for all students to use.

If you would like to be a part of Project P.R.O.U.D., and see your student not only learn using materials that he or she is interested in, but see your student become an author with his or her work in print, contact Andy Commaker, Project Director or Carolyn Grecco, Field Coordinator for more information.

NAME YOUR NEWSLETTER CONTEST CONTINUES:

A few names were submitted but we need more. Hopefully in the next newsletter we can list the suggestions, and you, our readers, will vote. The name with the most votes will be the winning name. Remember a PRIZE will be awarded to the person who submits the winning unique, meaningful, clever name. Please call in your name to either Jane Wilson or Debbie Clark.

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ARE SOME OF YOU WONDERING--Why are there 3 blank sheets with my Newsletter? Bulk mailing requires that the same number of sheets be mailed to all. Active tutors get 3 monthly reports, others get blank sheets.

PROJECT PROUD

Project Proud is drawing to a close. Stories, complete with exercises, should be submitted to the Council office by April 8. Any tutors who would like to help with the selection of stories for publication and who would be available for a couple of hours on April 15 should call the Council office at 238-1809.

NEWS FOR YOU

Mid-State Literacy Council receives each week several copies of the student newspaper, NEWS FOR YOU. If your student is reading at about the fourth level, he or she might enjoy having access to this newsletter. You might also want to consider sharing it with a student at a lower reading level by using the technique of duet reading. These newspapers are yours for the asking.

Remember too that there are a number of other materials availble when you need a change from the basic Laubach books. You are welcome to come into the office anytime and browse.

JOB SEARCH WORKSHOP

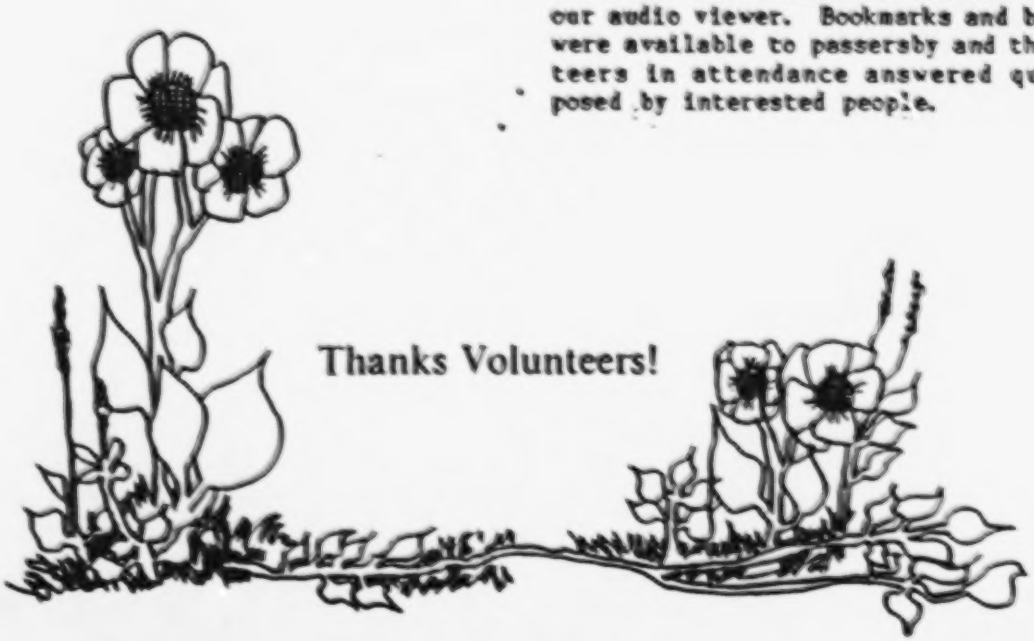
A Job Search workshop was held March 2 in State College and March 9 in Clearfield. Two small but enthusiastic groups of tutors were trained to work with students in carrying out a search for a job. The student and tutor manuals were written by Mary Spence and illustrated by a student in our program. If your students needs a job and you are interested in job search materials, contact the State College or Clearfields Office of MSLC.

MILEAGE INCREASE

If you use your automobile in the performance of volunteer services, you are affected by the Tax Reform Act of 1984. The mileage rate you can apply to income tax deductions has been raised from 9 cents per mile to 12 cents per mile. The law went into effect January 1, 1985.

NITTANY MALL BAZAAR DAYS

Mid-State Literacy Council participated recently in the Nittany Mall Spring Bazaar Days by maintaining a table manned by volunteers. A slide presentation concerning illiteracy and Laubach Literacy Action was shown on a continuous basis on our audio viewer. Bookmarks and brochures were available to passersby and the volunteers in attendance answered questions posed by interested people.



A LETTER
by Sarah Koston

[The following was written as a language experience story with Maureen Yendol as tutor. The delightful illustration is the work of Margaret Cieply.]

Jan. 25, 1985
Friday morning

Dear Andy,

Will you come to the baby shower on April 5 on Friday morning in class? It is for Pam's new baby. We are planning to have a party over in the other room. We are going to bring cake, ice cream and candy, as well as a gift for Pam and the baby too. We really hope you will be able to join us.

Will you watch us on television on channel 3 on May 16? I don't know what time it will be on. We are going to be on television to show how our class is doing. First they watched us read our stories. Then they interviewed each of us. I told them that we will have a baby shower for Pam, our teacher. I told them I was the first to start this class. There have been several teachers since I started.

Did you get your new job?

We are also going to celebrate Evaline's birthday on March 8 on Friday morning. Maybe you could come too.

Love,
Sarah

PROJECT P.R.O.U.D. READERS
by Vivian Wilson

Mid-State Literacy Council has some exciting news to relate to all this month!! Project P.R.O.U.D. readers have been completed, bound and ready for you to use with your students. We have copies in the office which may be signed out for you to use non-consumably as supplementary material in your lessons.

As you know, these are stories of actual student experiences as dictated to the tutor or actually written down by the student so that the stories are of high interest level to all. There are exercises along with each story to help your student in learning new vocabulary and other reading skills. We hope that you will find these readers interesting and a useful new teaching tool.

Both students and teachers will enjoy the illustrations which accompany the stories. All of the drawings were done by Margaret Cieply, a student in our program.

WHAT A BLOW
by Monica Kindig

We recently received the disheartening news that because of a discontinuation in funding, VISTA volunteers are no longer able to serve at Mid-State Literacy. (There was one small ray of hope in the statement that a new grant may be awarded.)

This cut in funding causes us to lose the valuable services of Vivian Wilson--we fervently hope only temporarily. Thanks for all the fine work, dedication, and contributions you have given to Mid-State Literacy Council, Vivian.